

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 English as a Foreign Language

Many people assume that ESL and EFL are the same even though the application itself is quite different. (Gunderson, 2009) says that ESL (English as Second Language) and EFL (English as Foreign Language) instructional approaches differ in significant ways. ESL depends on the reason that English is the language of the community, the school and that students approach English models. EFL is generally learned in conditions where the language of the community and the school isn't English. Thus, EFL is a form of language knowledge that is learned through the surrounding environment that does not use English.

That ESL and EFL have a difference in the learning environment, is also strengthened by (Barber, 2000) who states that “The distinction between second language and foreign-language is not, however, a sharp one, and there are cases, like Indonesia, where classification is disputable. Moreover, there is a considerable amount of variation in the roles played by second languages, for example in education, in the fields of discourse used”. In conclusion, the fields of discourse used will differ between ESL and EFL.

The advancement toward English as a foreign language began at opportunity, and English is currently the primary foreign language being found out in Indonesia.

English is educated for eight to nine years from elementary school (from Grade 4 or 5) through high school. The main target is to give reading skills to empower Indonesians to read science-related materials in English (Richards, Jack C., and Renandya, Willy A., 2000). The main objective is to provide reading skills to enable Indonesians to read science-related materials in English. So, we can take the conclusion from that explanation that the main objective is to provide the students with reading skills since 4-5 grade, especially in English material.

In regard to this study, EFL learning can be easier with the strategies implemented in learning. The importance of using strategies for language learning is also discussed by (Gonzalez-Montano, 2017) who also agree with that opinion. They state: “Academic language learning is more effective when it is supported by learning strategies” (p. 46).

2.2 Learning Strategies in English as a Foreign Language

Nowadays, it is generally recognized that learning strategies have gotten one of the primary factors that help students to gain proficiency with a second or foreign language effectively (Oxford, 2003). This educational issue has been mainly tackled by researchers such as Kumaravadivelu (2001); Oxford (2003); Herrera and Murry (2011), among others, people whose discoveries continually remind educators to remember the intensity of designing, adapting, or applying effective teaching methods so as to advance the use or creation of learning strategies that pave the way for the

learner to assume responsibility for their own improvement in language learning and consequently increase their autonomous learning.

There are “six major groups of L2 learning strategies have been identified” by Oxford (2003). Such as cognitive strategies, metacognitive strategies, memory-related strategies, compensatory strategies, affective strategies, social strategies, assessing learners’ use of strategy.

1. Cognitive Strategies

Cognitive strategies enable the understudy to control the language material in direct habits, an example is given (e.g.), through thinking, examination or investigation, note-taking, condensing, consolidating, delineating, revamping the information to create more grounded patterns (data structures), practicing in naturalistic settings, and practicing structures and sounds officially.

2. Metacognitive Strategies

Metacognitive strategies are utilized for dealing with the learning procedure generally. For example, recognizing one's own one of a kind learning style inclinations and necessities, making arrangements for an L2 assignment, gathering and dealing with materials, masterminding an investigation space and a timetable, checking botches, and surveying task achievement, and evaluating the accomplishment of a learning method.

3. Memory-related Strategies

Memory-related strategies are utilized to connect one L2 thing or idea with another however don't really include profound comprehension. Different memory-related strategies empower students to learn and recover data in an efficient string, for example, abbreviations. While different methods make learning and recovery through sounds such as rhyming, pictures, a mix of sounds and pictures, body developments such as absolute physical reaction, mechanical implies, or location.

4. Compensatory Strategies

Compensatory strategies are utilized for helping the student to make up the missing information. The model that given by Oxford (2003) is speculating from the setting in listening and reading, utilizing equivalent words and "talking around" the missing word to help to express and to compose, and carefully for talking, utilizing signals or pause words.

5. Affective Strategies

According to Oxford (2003), Affective strategies are accustomed to distinguishing one's temperament and nervousness level, discussing sentiments, compensating oneself for good execution, and utilizing profound breathing or positive self-talk. Taking everything into account, Affective strategies are learning systems concerned with managing emotions, both negative and positive. The connection

between affective strategies and learning isn't clear, yet a positive affective environment helps to learn in general.

6. Social Strategies

Social strategy helps the learner work with others and understand the target culture as well as the language. Oxford (2003) gives a few models dependent on that announcement, there are posing inquiries to get confirmation, requesting explanation of a confounding point, requesting help in doing a language task, chatting with local talking discussion accomplice, and investigating social and social standards. Taking everything into account, the social technique is a learning methodology as a way to deal with the social condition through discussion with other individuals to get data about culture or language.

Learning English as a foreign language has become a crucial yet testing assignment for most students. Current foreign language study hall settings that mean to set up the ground for real-world interaction with the second language (L2) speakers and legitimately draw in students in spontaneous correspondence in the L2 become a distressing errand for most students (Horwitz, 2000). Based on that statement, learning English as a foreign language is very challenging for most students. This is due to the fact that English is a foreign language, and not many people have used the English language in their daily life except when learning English material itself. Meanwhile,

most students feel stressed when they are learning or doing the task. The best way that can be done to overcome these problems is to study kinds of learning skills.

2.3 Kinds of Learning Skills

Hadi (2018), states that the learning process is a unique and complex process. This uniqueness for learning outcomes occurs only in people who learn not to others. The people have the potential to be formed and changed their behavior. The test result is a change in behavior in the field of cognitive, affective and psychomotor. In essence, the results of the learning process carried out by self-study without the help or teachings from others have the potential to change their own behavior in the cognitive, affective and psychomotor fields.

There are four kinds of learning skills that already developed in the 21st century. These are critical thinking, creative thinking, communication, and collaborating.

1. Critical Thinking

Critical thinking is a way of thinking that improves the quality of thinking skills by analyzing it more deeply and imposes intellectual standards on them. (Paul & Elder, 2006)

2. Creative Thinking

Creative thinking (an ally to Critical Thinking) is a precious aptitude for understudies. It is significant on the grounds that it encourages you to look at the issues and circumstances from a new point of view.

3. Communication

According to Wood (2009), Communication is a precise procedure where people interface with and through images to make and decipher implications.

4. Collaborating

Collaboration is the common commitment of members in a planned exertion to solve an issue together. Collaborative interaction is characterized by Shared goals, symmetry of structure, and a high degree of negotiation, interactivity, and interdependence. (Lai, 2011)

Oral Presentation is one of the methods of communicating learning skills that will help to learn English as a foreign language.

2.4 Oral Presentation

Based on the explanation above, oral presentation is one form of communicating contained in learning skills. So, in this section, we will explain the definition and also the implementation of oral presentation itself.

2.4.1 Definition of Oral Presentation

Tasimah (2016) says that oral presentation is a communication form using certain communication skills about a focused topic that is delivered to the audience in order to impart the knowledge for instance: thoughts, messages and information effectively and understandably so that it could stimulate the discussion. However, Cook (2016) says that oral presentation is an assessment that requires explaining something to an audience which is frequently used by the teachers in the classroom. Departing from that explanation, we can conclude that oral presentation is a method used by someone in delivering information or knowledge and its delivery takes the form of a discussion in public.

2.4.2 Implementation of Oral Presentation

Introduction, main body (methods and result), and conclusion (discussion) are important features of oral presentation (Zivkovic, 2014:470). This framework could help the presenter to keep the topic consistent, connected, and structured (Jaffe & Doherty, 2010:18).

First of all, introduction is the part where the presenter gets the audience's attention by preparing them for the whole presentation. Zivkovic (2014:470) notes that introduction includes greeting the audience, introducing the presenter profiles, and explaining the goal of the topic

Second, the main body (methods & results) refers to giving information and expand the main points that are stated in the introduction. Zivkovic (2014:470) adds that the speaker will outline the presentation before explaining the main ideas obviously, present the examples, statistics, and introduce a visual display such as slides to emphasize and illustrate the points.

Lastly, in the conclusion or discussion section, the speaker concludes the presentation, summarizes the main points from all of the information presented in the previous phase, and invites the questions and comments from the audience. (Zivkovic, 2014:470). According to Jaffe & Doherty (2010:18), the presenter also has the opportunity to emphasize the points in both introduction and body once more. Those steps are proposed in order to help the students in preparing their oral presentation.

2.4.3 Oral presentation Methods

According to Harris (2016), there are four methods that can be done to deliver presentation material to the audience.

1. Speaking from memory

Speaking from memory method is a type of reiteration of composing that has been retained and passed on in a type of spoken or oral presentation. Harris (2016) likewise accepts along these lines, he says that speaking from memory method is the repetition of a composed message from the speaker that has the focus on memory. Moderator will display the material of presentation that previously been remembered at whatever point

they perform from a substance in a stage play, TV program, or movie scene. With regards to addresses, remembrance can be useful when the message ought to be cautious and the speaker might not want to be restricted by notes.

2. Speaking from a manuscript

According to Harris (2016), speaking from a manuscript is exactly the same word literature as a composed message. In a manuscript speech, the speaker keeps up their consideration on the printed page aside from when utilizing visual guides. Basically, manuscript speaking is an oral presentation that maintains on the printed text or visual aids.

3. Impromptu speaking

According to Harris (2016), Impromptu speaking is the presentation of a short message without early arrangement. Impromptu speaking normally happens when someone is drawn nearer to express a few words or give a toast in any occasion. In conclusion, Impromptu speaking is an oral presentation of a short message due to the lack of preparation for the material to be delivered. Harris (2016) also stresses that impromptu speaking is suitable when they are brief and spotlight on a solitary point.

4. Extemporaneous speaking

According to Harris (2016), Extemporaneous speaking is the oral presentation of a mindfully orchestrated and rehearsed discourse, spoken in a conversational way using brief notes. By using brief notes instead of a full composition, the

extemporaneous speaker can build up and keep in touch with the group of spectators and survey how well they comprehend the discourse as it advances. The opportunity to assess is also an opportunity to restate more clearly any idea or concept that the audience seems to have trouble grasping.

2.5 English Language Education Department of UMM

English Department has adequate means and offices as learning support. English Department has sight and sound class, Computerized Digital Language Laboratory, Drama Laboratory, and Micro Teaching Laboratory. Furthermore, it is likewise upheld by the units identified with the upgrade of learning quality, they are; Language Center (LC), American Corner (Amcor), American Foundation (AMINEF), and Foreign Language Course (KBA). A few joint offices, for example, Digital Library and Internet hotspot territory additionally truly bolster understudy learning movement. To furnish the alumni with the extra aptitude to be prepared to work in the public arena, this office offers English for Young Learners (EYL), Business English (BE), and Translation course. The students are allowed to pick one of them. Ideally, the graduated class can have the expertise that supports their future, have business ability, enterprise aptitude, and have the option to work in inn business or the travel industry.

2.5.1 Elective Course

An elective course is one chosen by a student from a number of optional subjects or courses in a curriculum, as opposed to a required course which the student

must take. In this context, the decisions about the elective courses are important for students to think about which elective courses will be beneficial for them and for teachers to determine the elective courses for students to choose (Ulusoy et al., 2012). Elective course is the course that offered to student at sixth semester in ELED at UMM. Ramadani (2017) states about English Department in the UMM has three elective courses that can be chosen by students. These are Translation, English for Young Learner (EYL), and Business English.

2.5.1.1 Translation

Translation is the process of interpreting the meaning or ideas from one language to another languages. Translation course is one of the elective courses in English Language Education Department at University of Muhammadiyah Malang which held in sixth and seventh semesters. In the sixth and seventh semester, the students who join in translation course are provide with knowledge of translation, theories, and concept which can improve their skill in translating from English into Indonesia and vice-versa.

2.5.1.2 English For Young Learners

The EYL (English for Young Learners) Program is one of the majors in the semester 6th of English elective course in English Department at University of Muhammadiyah Malang. This program began in 2001 and aims to teach English in a relaxed and enjoyable way for children by English students.

The English for Young Learner course is intended to teach English for children from the first year of formal schooling (five or six years old) to eleven or twelve years old. Since children love to discover things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle activities, in making thing, in drawing things, in games, in physical movement in the song. A good primary classroom mixes play and learning in an atmosphere of cheerful and supportive harmony (Harmer, 2015).

2.5.1.3 American Studies

Sulistyanto (2019) said that the American study is one of the elective courses accessible in the English Department at the Muhammadiyah University of Malang. American studies in the ELED have two stages. To begin with, American studies in the 6th semester students give knowledge of American pop culture. Then in the seventh semester, American studies give attention to mainstream society exist TV that impact American life. American studies in ELED likewise given extra exercise on cross culture understanding, among America and Indonesia. It is proposed to give understanding for students about eastern and western culture.

2.5.1.4 Business English

Huh (2006), Says that Business English subject is planned for improving students' general Business English relational abilities. Business English has the aim to improve the skills in communicating in the Business English field itself. Based on the

statement, Business English learn everything that has relation with business field such as communication skills.

Business English courses at University of Muhammadiyah Malang offers the basic knowledge of management and hotel theories, basic knowledge of hotel and communication, and practical experiences. Ramadani (2017) says in the fifth semester, students learn about the basic knowledge of Business English. The sixth semester or BE I, students who take BE class will focus on the theory of management and hotel. While in the seventh semester or BE II, the students will focus on gaining practical experience and basic knowledge about management and hotel.

In this research, the researcher picks the oral presentation materials to analyze the method used by the student and discover the student purpose behind picking those methods for doing their presentation in BE class in ELED at UMM.